The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By……
Working Together
Sustaining Excellence
Transforming Lives

Accessibility Plan 2026 – 2029

WHY IS THIS POLICY REQUIRED? Good Practice **WHAT CHANGES HAVE BEEN MADE:** None **WHAT IS THE IMPACT OF THIS POLICY?** Ensures compliance **DATE:** January 2026 **Next review** January 2029

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

The Rutland Learning Trust

Working Together

Share outstanding practice, facilities and expertise.
Use the talents of staff to create specialist provision across the Trust.
Involve families in school life, in particular with projects that affect their children's progress.
Establish the Teaching School as a national flagship in collaboration with the other local Teaching Schools and providers.
Continue to attract, develop and retain the very best staff.
Continue to develop leadership structures and roles across the Multi Academy Trust: Executive Head Teacher, Head of Schools, Middle Leadership, Academy Champions…
Enable our children to become learners that are globally and environmentally smart.
Enable our children to develop a better understanding of multi-cultural difference and diversity by establishing learning networks and partnerships with other schools within and beyond the United Kingdom.

Sustaining Excellence

Secure and improve standards of pupil attainment and achievement across the Trust.
Ensure standards continue to rise - increasing the proportion of pupils making better than expected or accelerated progress across all ability groups in reading, writing and maths; including those pupils in receipt of PPG or other additional funding.
Stretch and challenge pupils of all ability groups – high quality teaching challenges all learners.
Our teaching is consistently good and much is outstanding.

Transforming Lives

Create a dynamic and personalised curriculum that enriches and enhances provision, built on outstanding use of formative assessment.
Assessments for Progress strategies are key features of all teaching sequences.
Continue to refine our approach to curriculum planning, assessment and reporting~~: Planning and Assessment Grids (PAGs)~~
Develop our pupils' ability to use and apply knowledge, understanding and skills across the curriculum.
Re-invigorate our Learning to Learn curriculum.
Create bespoke provision maps with targeted intervention strategies for all vulnerable pupils or groups.
Continue to evaluate the impact of our sports strategy and enrichment programme.
Enhance learning using emerging technologies (at home and at school).

Development Area	Results Required	Performance Measure	Approach/Actions	Led by	Monitoring Strategy
Improving curriculum access Training for Awareness Raising of Disability Issues	Increasing the extent to which disabled pupils can participate in the school curriculum - formal curriculum Teachers and TAs have the necessary training to teach identified pupils Whole school community aware of issues relating to access	Identified pupils achieve or exceed their individual learning targets Increased access to the National Curriculum All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	1. CPD Programme for Teachers and TAs reflect needs 2. Use expert advice and specialist training for the identified pupils. 3. Training for teachers and other staff on differentiating the curriculum. 4. Provide training for Directors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school. 5. Consider the appropriate deployment of learning support - TAs, pupil groupings, peer support and timetable implications 6. Consider the provision of technological aids and adaptions to facilities 7. Update provision maps, Inclusion Policy and Local Offer 8. Undertake an audit of staff training requirements	Head	Annual Review Educational Health Care Plans - Parental consultation meetings. Director monitoring reports, subject leaders monitoring reports. Discussions with Inclusion Team Audit of staff training requirements
Curriculum access	Increasing the extent to which disabled pupils can participate in the school curriculum – informal curriculum Teachers and TAs differentiate planning and provision appropriately	Identified pupils achieve or exceed their individual learning targets	1. Make staff aware of the implication of the DDA, New SEN Code of Practice and National Inclusion Statements 2. Differentiate planning and provision - planning audit and staff discussion 3. Monitoring visits by external specialists e.g. VI Teacher, OFSTED 4. Ensure staff are aware of all available support 5. Full audit of current intervention strategies - including evaluation procedures (Construct provision map)	SENDCO Head	Planning scrutiny Monitoring visit Intervention/provision map

Curriculum Access	Increasing the extent to which disabled pupils can participate in the wider school curriculum e.g. clubs, visits, extra curricular events, playground etc All out-of-school activities are planned to ensure the participation of the whole range of pupils	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	1. Ensure all risk assessments are fully in place for on and off site visits 2. Audit of breakfast club and after school activities 3. Full accessibility audit by CFO and Lead PO 4. Review all out-of-school provision to ensure compliance with legislation	Head PO	Whole school H&S Risk Assessment by external contractor – annual presentation to Directors Monitoring report from CFO and Lead PO Before and after school clubs survey Attendance register
Curriculum access	Classrooms are optimally organised to promote the participation and independence of all pupils	Increase in access to the National Curriculum Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Head PO Class T	
Physical environment	Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated extended services.	Audits/surveys identify areas to be developed and budgeted for	Suitability and Condition Survey Accessibility audit School Accessibility Audit – informs budget setting e.g. Accessible car parking Dropped kerbs either side of main vehicle entrance: pedestrian access improved Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin	Directors Head	Summary of reports/survey presented to CFO

Delivery of written material	Improving the delivery, to disabled pupils, of information that is provided in writing for pupils who are not disabled e.g. handouts, timetables, newsletters, notices, web pages etc Availability of written material in alternative formats All school information available for all	Identified pupils understand/ have knowledge of school events and key information The school will be able to provide written information in different formats when required for individual purposes	1. The school will make itself aware of the services available for converting written information into alternative formats. 2. Teacher or TA reads information with identified pupils 3. Information provided in specialized formats e.g. Braille, large print, in simplified language, on CD/MP3, read facility included on Website 4. Ensure appropriate training for classroom staff so that they are familiar with technology, pedagogy and practices 5. Review all current school publications and promote the availability in different formats for those that require it. 6. Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.	Class teachers	
	Raised awareness of adults working at and for the school on the importance of good communications systems.	School is more effective in meeting the needs of pupils.	Arrange training courses – as and when required		

Access audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	Whole school is on the ground floor	None		
Parking bays	38 parking bays, 3 of which are marked disabled use only.	None		
Entrances	All entrances are clearly signed and external lighting is in place. No steps.	None		
Ramps	Gently sloped concrete ramp to enable access to field.	None		
Toilets	All clearly labelled with pictorial signs. One disabled wet room available with toilet sink and shower, including track and hoist. One additional disabled toilet.	None		
Reception Area	Automatic doors open with glass panels for clear line of sight. Low level reception desk with induction loop fitted.	None		
Emergency Escape Routes	Clearly labelled throughout the school . PEEPs in place for all pupils/ staff	None		
Forest School Access	Alternative access routes for wheel/push chairs and walking frames.	None		